

Hermon-DeKalb Central Schools

Back-to-School Plan

Superintendent's Message

August , 2021

Dear Hermon-DeKalb School Community:

The New York State Education Department released its Reopening Guidance on August 12, 2021. The message was clear that schools require students and staff to maintain social distances of three feet, to wear face-masks (grades PreK-12) while inside the building, and to organize students at the middle and high school levels by cohorts to minimize interaction. The guidance was also clear that schools who are able to be open full time to students are not required to provide remote instruction for students wishing to remain at home. The guidance also stated that schools will pivot to fully remote instruction if the building must be closed due to illness.

In consultation with the St. Lawrence County Department of Health and our local health care providers, Hermon-DeKalb will impose strict guidelines for when students are in the building. Whenever possible, we will maintain social distances of 3 feet and require face-masks for all staff and students in grades PreK-12. William Hanage, Harvard University epidemiologist, says "Viruses are not as smart as humans, but they are much more patient." We are in the midst of a pandemic, and we must continue to be vigilant about the risks associated with COVID-19.

While the State's guidance seems straightforward, the complexities of schools are endless. Thankfully, we began the return-to-school planning process early in the summer. Members of our school community--students, staff, and parents--continue to express their strong desire to return to school in-person this fall. At the same time, we recognize that we may experience a resurgence of the virus, and must be prepared for the possibility that learning will be entirely remote this fall. The Hermon-DeKalb Back-to-School Plan takes many variables into account and provides the framework for what a safe return-to-school will look like for us. As we have proven in the previous school year, we are HD Strong and it won't be easy, and school certainly won't be the same as what we had before, but we will make the best of any situation thrown at us!

Sincerely,

Mark White
Superintendent of Schools

Acknowledgments

There is only one way to tackle this type of complex challenge that we are faced with during the pandemic, and that is as a team. I am grateful for the tireless work of so many during the past few months and throughout the planning process, where many challenges surfaced. Thank you to all those who helped us problem-solve the issues in this plan, including our dedicated HDCS committee members, support staff, and principals.

I also appreciate our partnership and collaboration with many others in making this plan for HDCS.

- Hermon-DeKalb Central Board of Education Members
- Mr. Tom Burns, St. Lawrence-Lewis BOCES Superintendent
- Mr. Darin Saife, St. Lawrence-Lewis BOCES Assistant Superintendent
- Dr. Jennifer Meyers, St. Lawrence-Lewis BOCES Senior Supervisor for School Improvement
- Ms. Jill Farrand, St. Lawrence-Lewis BOCES Senior Supervisor for School Improvement
- Ms. Renee Langtry-Green, St. Lawrence-Lewis BOCES Special Education Supervisor
- Ms. Jane Akins, St. Lawrence-Lewis BOCES CTE Supervisor
- St. Lawrence County Public Health Department
- Dr. Andrew Williams, MD at St. Lawrence Health Services
- Ruth Doyle, St. Lawrence County Administrator
- Mike Zagrobelny, NYSUT Labor Relations Specialist
- Kevin Phelix-Bromley, CSEA Labor Relations Specialist
- Claire Peck and Dylan Klock, Co-Presidents of the Hermon-DeKalb Teachers' Union
- Sonya Forbes, President of the Hermon-DeKalb CSEA Union

Lastly, a big thank you to the many students, staff, parents and caregivers for your partnership and support this past school year. I know it has not been easy. Thank you for your patience, for responding to our surveys, for your emails, and for participating in our committee work. We have all learned a lot from our experiences since March and we have used that to help guide us.

Disclaimer

This plan may change with updates provided to us from The St. Lawrence County Department of Health, the New York State Department of Health and NYSED.

Plan Development

In consultation with the St. Lawrence County Department of Health, our Local Hospital Systems and the Board of Education, Hermon-DeKalb Central has developed a plan with two scenarios to bring students back to school. These plans are based on All of the feedback on the remote learning experiences and the implementation challenges we faced from March through June of guidance provided by the New York State Department of Education and from local and state Department of Health. Our Back to School Committees met to review each plan through the lens of their committee to eliminate barriers and work through logistical issues. Other factors in developing our plans were based on the availability to obtain the proper amount of PPE, how to make our transportation system safe and if our physical space within the school is enough to maintain social distance.

Which plan we select will depend on the consultation with our local Department of Health and local medical professionals. Communication to families, community members, students, faculty and staff is key to the health and safety of all in our building. Regular updates will be posted on our school website and Facebook pages, sent to parents through written communication in their native language as well as through video and voice message systems. Signs will also be posted at school to remind families, community members and visitors of our new policies and procedures.

District COVID-19 Safety Coordinators

The following individuals are identified as the COVID-19 Safety Coordinators:

Mark White, Superintendent of Schools

Megan Foster, PreK-12 Principal, CSE Chair and Director of Transportation

Rebecca Hocking, PreK-12 Assistant Principal

Health and Safety

Daily Screenings for COVID-19 Symptoms

All faculty, staff, and substitutes will self screen daily for COVID-19 symptoms. All students will be pre-screened by parents before arriving at school. Contact the school nurse if any symptoms are present.

All Employees: Should a staff member develop a fever or symptoms during the school day, they are to report to the School Nurse for further assessment and instructions.

Students: Parents of students in the district will receive both written and verbal training on how to assess their child for possible symptoms of COVID-19, in their native language, prior to arriving at school daily.

Visitors: All visitors to the school will complete a written screening tool which will be given to the School Nurse. All visitors will sign in and out of the building to ensure contact tracing information if needed. No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings.

Social distancing, face coverings & PPE

The district has developed a plan with policies and procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds and transportation.

Students, staff and visitors to our schools will be expected to wear face coverings indoors including on the school bus. Students will be allowed to remove face coverings during meals, and for short breaks so long as they maintain appropriate social distance.

Students and staff will be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school.

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when masks are not worn.

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

Management of ill persons, contact tracing and monitoring

The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office. The district has designated areas to separate individuals with symptoms of COVID- 19 from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 respirator is not available, a surgical face mask and face shield will be used.

School health office cleaning will occur after each use of cots, bathrooms, and health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes). Health office equipment will be cleaned following manufacturer's directions.

Medically Vulnerable/High Risk Groups

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals are able to safely return to in-school educational activities. Please contact the school Nurse or administration for specific concerns or needs. An individual plan will be developed.

If Students or Staff become Ill with Symptoms of COVID-19 at School

The district requires students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Students will be escorted from the isolation area to their parent/guardian. Students or staff will be referred to a healthcare provider and provided resources on COVID-19 testing. Students undergoing quarantine will be contacted by the school to set up remote learning for the time they are quarantined.

Return to School Policy

Our district will adhere to the following guidelines for returning to school in consultation with the St. Lawrence County Department of Health Office:

- If an individual has a negative test result for COVID-19 they may return to school if they are symptom free (fever free without fever reducing medication) for 72 hours.
- If an individual has a positive test result for COVID-19, they must remain in quarantine for 10 days. Upon the end of the quarantine period, if the individual is symptom free (fever free without fever reducing medication) for 72 hours they may return to school.
- If a child goes home from school with COVID-19 like symptoms, they must have a medical note determining no need for a test **OR** a medical note and a COVID-19 test completed **OR** stay out of school for 10 days from symptom onset.
- If someone tests positive for COVID-19 who is asymptomatic, they must remain out of school for 10 days from the date of testing.

All individuals tested must provide the school nurse with documentation of COVID-19 test results as soon as they are available. Students and staff will not be allowed to return to school without documentation of COVID-19 negative testing results.

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Confirmed Case of COVID-19 within the school

If we have a confirmed case of COVID-19 in our district we will adhere to the following steps:

1. Notify St. Lawrence County Public Health Department and work in conjunction with them to follow their set of protocols.
2. Assist with contact tracing within our school district
3. Notify the community of a positive case within our district
4. Clean the area according to the CDC guidance and regulations

5. Work in conjunction with the Department of Public Health and our Superintendent to make decisions about closing school or remaining in session.

Contact Tracing

The district will keep accurate daily attendance records of all students, staff and visitors. Student schedules will be kept up to date at all times. All visitors will sign in and out of the school and provide where they are visiting. Visitors will be limited to essential visits only. The school will work with the St. Lawrence Department of Public Health to conduct contact tracing when and if needed.

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

COVID-19 Testing

In the event that a large-scale testing will need to be conducted at the school, the district administration will work with the St. Lawrence County Public Health.

COVID-19 Vaccinations

Vaccinations are available for individuals ages 12 and up at St. Lawrence County Public Health (315) 386-2325 or your own medical provider.

Health hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

1. Stay home if they feel sick.
2. Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
3. Properly store and, when necessary, discard PPE.
4. Adhere to social distancing instructions.
5. Report symptoms of, or exposure to, COVID-19.
6. Follow hand hygiene, and cleaning and disinfection guidelines.

7. Follow respiratory hygiene and cough etiquette.

Hand Hygiene

Students and staff must carry out the following hand hygiene practices.

- Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer if they are available.
- If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used.

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch).
- After going to the restroom or after assisting a student with toileting.
- After using a tissue.
- Before and after using shared materials.
- Before and after putting on or taking off face masks.
- After coming in from the outdoors.
- Anytime hands are visibly soiled.

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the district will emphasize the importance of respiratory hygiene.

Students and staff must carry out the following respiratory hygiene practices.

- Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately.
- If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- Wash your hands after sneezing or coughing.
- Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air.

Disinfection of Schools

Our school has developed a HDCS [Cleaning and Disinfection Protocol](#) document. These protocols establish standard operating procedures to be followed in our district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which

should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed

Means to Control Infection

Time Management: School schedules will be altered to stagger times where students are together in hallways to reduce the students in the corridors. Student lockers will also be staggered and limited times for going to lockers will be assigned.

Leave Doors Open: All doors during the morning entrance into the building and the afternoon dismissal will be left open to avoid the spread of the virus for everyone touching the doors and knobs. After the normal entry and exit times these doors will be secured by our Buildings and Grounds Supervisor to adhere to building safety regulations. Doors that have closures or are fire rated will not be left open.

Transparent dividers

Transparent dividers may be used in areas where social distancing is not possible. At this time, dividers will be used in cafeteria serving lines, at the cafeteria tables during the lunch hours. Staff will be trained on best cleaning and sanitizing practices per CDC and DOH guidelines to maintain them between each student use.

Alcohol-based Hand Rub Dispensers: Our district has provided Alcohol-based Hand Rub Dispensers in the corridors in the Main Lobby, by the cafeteria entrance/exit, near the Business Office and in the Nurse's Office. These dispensers will be checked daily to ensure they have an adequate supply of approved alcohol solution in them for use. Other dispensers will be installed throughout the building as recommended by the Department of Health.

Space Expansion: We have no need to use space expansion due to our small school size with enough space to accommodate all of our kids.

Drinking Water Facilities: Students are encouraged to use the bottle filling stations attached to drinking fountains to fill reusable bottles to limit the use of the communal fountains to slow the spread of COVID-19. Our building will adhere to the minimum requirement of one fountain per one hundred occupants.

Ventilation: Building ventilation will continue to be maintained to run according to manufacturers' recommendations. HVAC systems are maintained by the Head of Buildings and Grounds. All building HVAC systems will be started and run in "occupied" mode with maximum outside air intake for at least one week prior to students returning to

the building. Building filtration systems will be maintained at a minimum MERV 13 rating whenever possible. When school is in session, all HVAC systems will be set to run at maximum allowable outside air intake based outside temperature.

Nutrition

The following plans have been developed by our district:

All students in the building will have the opportunity to be provided with breakfast and lunch should they choose. For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. Barriers will be employed for the majority of the seating in the cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Students who are out on remote learning, quarantine or in isolation will also be served meals by parent pick up of food for their families. Our district will apply for waivers from the NYSED Office of Child Nutrition. We will also apply for bulk meal waivers to assist in limiting the number of delivery days during the week, as well as Parent/Guardian Meal Pick-up to allow flexibility for families.

Food Safety Guidelines and Compliance with Child Nutrition Program Requirements

All food safety guidelines will be followed as per the regulations set for by Child Nutrition and USDA. All food will be prepared by our trained cafeteria staff and packaged in accordance with proper portions according to guidelines. New guidelines will be reviewed prior to school beginning to ensure our staff are following the most up-to-date guidelines for preparing, serving and sanitizing within the cafeteria.

Food Allergies

Food allergies will be shared with classroom teachers and adults supervising lunch

within the cafeteria and within the classroom to ensure student safety. This will include instructions to all students regarding not sharing food with others due to allergies and the potential to spread germs.

Cafeteria Cleaning

Once students have finished eating, the tables will be cleaned and disinfected prior to a new group of students eating there.

Meal Service Coordination

Families will be provided with written explanation of food service options at the start of the school year, along with the Free and Reduced Lunch Application. Our Elementary Counselor, Christina Germano-Wilkins will be the contact person within the school for all meal questions or needs. She will also reach out to families to offer assistance completing the Free and Reduced Application form. All correspondence will be in the family's native language.

Transportation

All students are entitled to transportation by the district to the extent required by law. Hermon-DeKalb Central School relies on school buses to transport 90% of our student population. **We encourage parents who are able to drop their child(ren) off at school to reduce density on buses.**

School Bus: Regular Cleaning/Disinfecting

- All buses/vans which are used every day by our district will be cleaned/disinfected at least once a day.
- High contact areas will be wiped down after the am and pm run depending upon the disinfection schedule. .

School Bus Staff

- Our drivers will be trained/refreshed on proper use of Personal Protective Equipment and the signs and symptoms of COVID-19 prior to the beginning of school.
- When outside temperatures are above 45 degrees, school buses will open roof hatches or windows slightly to provide air flow.
- School bus drivers, monitors and the mechanic must wear a face covering.
- All drivers and monitors who must have direct physical contact with a child must wear gloves.
- Staff will review a check-list of PPE and supplies needed prior to any bus run to ensure they have all necessary equipment.

Students on Transportation

- Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.
- **Siblings or children who reside in the same household will sit together.**
- Students will be reminded of the regular rules of riding the bus which do not allow eating or drinking on the school bus. \
- School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and students must not carry personal bottles of hand sanitizer with them on school buses.

School Site Loading/Unloading

- Arrival time for buses will be 7:55-8:00am
- Parent/Student drop off may begin at 7:45am
- Students will unload and enter the building at three different locations in the drop off circle by grade level.
 - Grades 6, 7 and 8 will enter the Auditorium entrance
 - Grade 9 - 12 will enter the Nurse's Office Entrance
 - Grades PK- 5 will enter the Main Entrance
 - Students being brought in or driving will enter the same assigned entrances
 - Parents should use the drop off circle after 7:55am

Student Transportation Routing

- If the school district is in session remotely or otherwise, pupil transportation must be provided to students whose Individualized Education Plans have placed them out of the district whose schools are meeting in in-person sessions when/ if the district is not. Our district will follow the schedule of the outside district placement whenever possible and allow all students to attend according to their IEP.
- The school districts will use creative means of district routing to ensure student safety. This includes but is not limited to: addition of routes, doubling of bus run frequency and changing arrival and departure times.

After-School Program, Activities, and Sports

Our district's after-school program will follow the same rules and regulations as our district follows during the school day. During our after-school program, students will be required to wear face coverings and maintain social distancing. Sport will follow Section X guidance TBA.

Social/Emotional Well-Being

Hermon-DeKalb Central School has always understood and addressed student and staff social and emotional wellbeing prior to the COVID-19 pandemic, and will continue to strengthen our practices due to these unprecedented challenges. Our families are faced with challenges of a global pandemic, an economic recession and the civil unrest happening in our nation. Many students, families, community members and staff need a welcoming, supportive, inclusive, and equitable place to come to--our school.

As our faculty, staff and students return to school we will face a new set of problems we have not experienced as an educational institution prior to this pandemic. Individuals have experienced different levels of social isolation from school, friends and community during the pandemic. This includes stress of not having support systems in place that they were used to in the traditional educational setting. We are also anticipating higher numbers of those who need assistance due to feeling anxiety, fear, being withdrawn, grief, and not prepared to self-manage our "new normal" which has been created to make the return safe for everyone.

As a district we are not only worried about our families and students, but also about our staff. It is critical to address adults' social and emotional needs in order for them to assist in providing these same needs to their students when they return. During the period of remote learning our staff lacked peer interactions and peer support they were accustomed to during traditional teaching. Teachers were tasked with a massive challenge of educating students remotely while also having their daily support system taken away. Our district is working to provide the staff with support for their own social/emotional needs prior to returning to school and once we return depending on which model our district is following.

Our school district will follow the approved [Guidance Plan](#) for the upcoming school year. This plan will be adhered to no matter what type of instructional model we are following as a school. Our district will also use multiple advisory committees to help refine our plan throughout the year. Each group brings a different set of needs to our plan. All planning and implementation will take place through our Student Support Team consisting of Administration, School Counselors, School Psychologist and School Nurse.

Faculty and staff will meet monthly to discuss the needs of students and families in our district. The faculty and staff will also discuss the needs of teachers and support staff in our building. Our staff will also begin to learn about emotions through the RULER framework to help teach students to process their feelings. Our Student Support Team will develop opportunities throughout the school year for staff to build strong, supportive relationships, and heal together as a school. Opportunities for self-care, professional learning on a multitude of topics including, but not limited to facilitating difficult conversations with students, mental health education, restorative practices, trauma-responsive practices, and social emotional learning will take place as needs arise in our district.

During periods of remote learning counselors and administrators will develop time for social interactions among faculty to assist in preventing social isolation. Administrators will continue to make individual phone calls to staff for well-being checks and to provide support.

Students will also meet on a monthly basis in small groups to explore social/emotional needs through different activities. The Student Support Team will meet with all students in grades PreK-12 upon our physical return to school. This time will focus on answering questions, providing training and developing relationships for students to have someone to go to when needed.

Our district also uses a Multi-Tiered Systems of Support (MTSS). All students in PreK through grade 12 are screened using the BIMAS screening tool twice a year. Once the screening is complete by teachers, the Student Support Team analyzes the data and determines our tier 1, tier 2 and tier 3 students. Each student in tier 2 and 3 are assigned to an administrator, school counselor, school psychologist or school nurse as a case manager. Each case manager meets with students on a scheduled basis to provide support in the areas identified by the screener as “at risk”. At monthly meetings of the Student Support Team student progress is reviewed and movement within tiers is adjusted as needed. Although we were unable to complete our Spring 2020 screener due to COVID-19 closure, we will continue to provide the same support to students who were identified in tiers 2 and 3 at the time of the closure until new data is available from the Fall 2020 screening. Our district anticipates an increased number of students in these tiers as we make the transition back to school or to remote learning.

Students will continue to work with service providers no matter what instructional model our school follows. School counselors will reach out via Zoom, email, phone calls, social media pages, established counseling office hours, or other means to connect with at risk students during remote learning if face-to-face sessions are not permitted. Counselors will continue to talk with families and assist with making connections to other mental health resources or providing referrals as necessary.

Families will be surveyed prior to school to find out their needs and their child(ren)’s needs prior to returning to school. All families will be contacted by telephone by someone on the School Support Team prior to the start of school to answer questions, provide support and resources available in our communities. Our families will also have in-person training at the school regarding technology usage at home for a hybrid or remote learning model as well as training on signs and symptoms of COVID-19 and MIS-C as well as daily screening. All families will be provided with a Community Resource Guide to assist families in gaining access to mental health and behavioral providers, food pantries and community assistance programs in our local areas.

Faculty and staff will be provided with training prior to the opening of school on trauma-responsive practices, restorative justice practices, emotional regulation strategies to use within their classroom, and also team building exercises to gain trust and begin to alleviate anxiety regarding returning to school. Our school counselor will also send out tips and suggestions to teachers on a regularly scheduled basis to provide them with support needed to help students in their classrooms.

Upon our return to school, despite which instructional plan we follow, it will be imperative that we create a safe, supportive, engaging learning environment that nurtures students' social and emotional learning. Students and staff will be surveyed frequently to ask their needs so referrals or assistance can be provided. We will provide students with training to help prepare them for the possibility of transitions between face-to-face instruction and remote learning. The administration and counseling staff will use trauma-responsive practices in all discussions with students and discipline practices. Our staff will work to create alternative social activities for students should sports and extracurricular activities not be possible due to COVID-19 mandates.

School Schedules

Our district will continue to operate on a six day schedule for all models. By adjusting our schedule and staying on a six day cycle we are able to provide the same learning environments if we are in school or in a remote learning model and keeping the learning environment and schedule consistent for students. During the closure from March to June, we heard from parents, staff and students, it was difficult to switch from a traditional school day to remote learning. These schedules will allow us to keep the much needed consistency for our students.

Elementary (PreK-6)

Our district has developed the following instructional plans:

Plan A Face-to-Face Instruction	Plan B Hybrid Instruction	Plan C Remote Learning
All students in grades PreK-6 attend school daily. Attendance will be taken daily and participation is required by the New York State Education Department. Students will follow a 6 day cycle. All students will remain with	All students in grades PreK-6 attend school daily. Attendance will be taken daily and participation is required by the New York State Education Department. Students will follow a 6 day cycle. All students will remain with	All students will be learning remotely from home. Students will access lessons and assignments online daily through Google Classroom. Families will be required to assist students in completing their daily lessons and assignments. Attendance will be taken daily

the same cohort of students throughout the day. They will participate in daily recess, lunch, and special area classes, with modifications. Assignments will be graded and assessments will need to be completed regularly to assess student learning. Some families may choose remote learning during this time. If families choose remote learning it will be for a full 10 week period and re-evaluated each 10 weeks by the district and families. Daily attendance will be mandatory as per the New York State Education Department. Each teacher will let parents know what is expected in their virtual learning classroom to receive credit for attendance. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in school. This will be a substantial increase from what students did during the Spring remote emergency learning.	the same cohort of students throughout the day. They will participate in daily recess, lunch, and special area classes, with modifications. Assignments will be graded and assessments will need to be completed regularly to assess student learning. Some families may choose remote learning during this time. If families choose remote learning it will be for a full 10 week period and re-evaluated each 10 weeks by the district and families. Daily attendance will be mandatory as per the New York State Education Department. Each teacher will let parents know what is expected in their virtual learning classroom to receive credit for attendance. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in school. This will be a substantial increase from what students did during the Spring remote emergency learning.	and participation is required by the New York State Education Department. Assignments will be graded and assessments will need to be completed regularly to assess student learning. Each teacher will let parents know what is expected in their virtual learning classroom to receive credit for attendance. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in school. This will be a substantial increase from what students did during the Spring remote emergency learning.
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****Please note that in Plan A and Plan B, the district reserves the right to request students to return to face-to-face learning if they are not actively participating in online learning to the full extent. In Plan B the district reserves the right to ask students to attend more days than scheduled should their academic progress require this modification to the schedule.****



The Elementary Master Schedule

High School (Grades 7-12)

The [HD Master Schedule](#) has been designed to allow students in any learning environment and also to help keep cohorts of students together to allow for less classrooms students will be switching to during the school day. If students choose to attend remote learning or our schedule goes to a hybrid or remote learning model, this same schedule will be followed.

Our district developed the following instructional plans:

Plan A Face-to-Face Instruction	Plan B Hybrid Instruction	Plan C Remote Learning
All students in grades 7-12 attend school daily. Attendance will be taken daily and participation is required by the New York State Education Department. Students will follow a 6 day cycle. Core classes have been blocked into double periods which will meet every other day. For example, a student may have ELA on days 1,3,5 for two periods and then on days 2,4,6 they will have Social Studies for two periods. Not all classes are able to be scheduled this way and may meet every day. Student schedules will be sent out in August with more details. All students will remain with the same cohort of students throughout the day to the	All students in grades 7-12 will be broken into two groups (Group A and Group B). The following schedule will be used: Hybrid Learning Schedule Monday--Remote learning day for all students in grades 7-12 following the day in the cycle we are on. Tuesday and Wednesday--Group A will come to school for face-to-face instruction while Group B completes online learning from home. Thursday and Friday--Group B will attend school for face-to-face instruction while Group A completes online learning from home. Attendance will be taken daily for each class the student has that day during the cycle and participation is required	All students will be learning remotely from home. Students will access lessons and assignments online daily through Google Classroom or Schoology (determined by the teacher). Student expectations will be determined by the course instructor and based on what is being learned. As an example, students in an ELA class may be assigned independent reading or writing, while students in a Math class may watch the day's lesson live from home or a recorded lesson posted by the teacher. Attendance will be taken daily and participation is required by the New York State Education Department. Assignments will be graded

extent possible. They will participate in band/chorus, lunch, and elective classes, with modifications. Assignments will be graded and assessments will need to be completed regularly to assess student learning. Some families may choose remote learning during this time. If families choose remote learning it will be for a full 10 week period and re-evaluated each 10 weeks by the district and families. Daily attendance will be mandatory as per the New York State Education Department. Each teacher will assign an exit ticket from their class. Students are required to complete online work and the exit ticket within 24 hours of the scheduled class in order to receive credit for attendance within the class. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in school. This will be a substantial increase from what students did during the Spring remote emergency learning.	by the New York State Education Department. Students will follow a 6 day cycle. All students will remain with the same cohort of students throughout the day to the extent possible. They will participate in band/chorus, lunch, and elective classes, with modifications. Assignments will be graded and assessments will need to be completed regularly to assess student learning. Some families may choose full remote learning during this time. If families choose remote learning it will be for a full 10 week period and re-evaluated each 10 weeks by the district and families. Daily attendance will be mandatory as per the New York State Education Department. Each teacher will assign an exit ticket from their class. Students are required to complete online work and the exit ticket within 24 hours of the scheduled class in order to receive credit for attendance within the class. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in	and assessments will need to be completed regularly to assess student learning. Each teacher will assign an exit ticket from their class. Students are required to complete online work and the exit ticket within 24 hours of the scheduled class in order to receive credit for attendance within the class. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in school. This will be a substantial increase from what students did during the Spring remote emergency learning. Parents will be expected to support their students in completing all instructional tasks and communicate with teachers regarding questions and concerns.
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	school. This will be a substantial increase from what students did during the Spring remote emergency learning.	
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****Please note that in Plan A and Plan B, the district reserves the right to request students to return to face-to-face learning if they are not actively participating in online learning to the full extent. In Plan B the district reserves the right to ask students to attend more days than scheduled should their academic progress require this modification to the schedule.****

Should our district need to move to a hybrid model listed above or another variation of this model, communication with parents and students will happen as soon as a decision is made. Prior to the school year beginning, students will be broken into Groups A and B. We will do our best to keep family members in the same cohort group in order to allow families to make easier plans at home.

The following [HD Lunch Schedule](#) has been established to begin the school year. This will reduce the number of students eating in the cafeteria at one time allowing for proper social distancing.

Budget and Fiscal

Hermon-DeKalb Central School bases its budget on student needs and associated support costs to operate our school. Our district relies heavily on State Aid from NYS making up nearly 80% of our operating budget.

Reopening schools during the COVID-19 pandemic will cause significant great strain on our budget due to the increased costs associated with the new safety protocols. In addition to materials, additional staff will need to be employed to assure the protocols of social distancing, increased cleaning and disinfection, and increased food service demands are being met and followed for the safety of all staff and students. Our school has some flexibility in our budget to pay for these additional costs, but need the original budget numbers to be followed by NYS to fully meet our district needs. Hermon-DeKalb Central will strategically use some of our reserve funds to ensure students' safety and have their educational needs met to the best of our ability.

It is our hope that the state loosens the restrictions around the use of these reserves to allow the district to use these funds toward the increased costs necessary to re-open the school safely for our staff and students. We are aware that this financial hardship will go far beyond this school year and are prepared to plan accordingly. Developing responsible budgets moving forward will be critical in maintaining programs and educational services for our students.

Future cuts in State Aid payments will have to be addressed through creative use of reserves and reduction in spending in all areas of the budget.

Attendance and Chronic Absenteeism

Elementary (PreK-6)

Daily attendance will be collected by classroom teachers and put into our student management system (SchoolTool). Face-to-face attendance will be taken daily by 9:00 a.m. and students who are learning remotely will have attendance marked for engagement. When in a hybrid or remote learning instructional model, daily attendance will also be recorded in our student management system. Engagement will be defined as turning in assigned assignments, communication with the teacher from parents and students in regards to posted assignments, tasks assigned to students completed, video recordings assigned by the teacher to document progress of learning or any combination of these.

High School (Grades 7-12)

Daily attendance will be collected by classroom teachers and put into our student management system (SchoolTool). Face-to-face attendance will be taken daily by 8:30 a.m. and students who are learning remotely will have attendance marked for engagement in our student management system for each class. When in a hybrid or remote learning instructional model, daily attendance will also be recorded in our student management system by our teachers for each class. Engagement will be defined as turning in assigned assignments, communication with the teacher from parents and students in regards to posted assignments, tasks assigned to students, video recordings assigned by the teacher to document progress of learning or any combination of these.

Each week the Student Support Team will analyze student attendance data for grades PreK-12 and make personalized phone calls to each parent of students who are not engaging with learning while in a remote setting.

Technology and Connectivity

Our district understands the importance of technology knowledge and skills being vital for full participation in 21st century life, work and citizenship. Digital technology can assist educators in differentiating and personalizing learning, flexibility in scheduling and pace; and provide different ways for students and families to engage in learning.

In order to meet the needs of students in any of our three instructional models, technology integration will be crucial. Currently our district has enough devices available for every student in grades PreK-12 to have their own device. We also have enough devices to service our special education students who attend outside programs should we move to a full remote

learning model. All students will be assigned a device which will be only used by them to prevent the spread of COVID-19 through multiple people using the device. Frequently cleaning and disinfecting of devices while at school will take place coordinated by our technology director and staff. All teachers needing a device for remote learning will be provided with one as well. This includes access to cameras and microphones to assist in virtual teaching, as well as subscriptions to allow access to critical programs to make virtual learning easier for students, parents and teachers.

Broadband internet access is a challenge in rural districts. To help accommodate the lack of internet for some students the district has put into place some assistance. All families will be surveyed to find out their need for a device at home as well as internet access prior to school beginning. Devices will be assigned to students who need them for home use. Our district has also invested in hot-spots which can be assigned to individual homes where internet access is not available. Our technology director will deliver the hot-spot to homes and provide training for parents and students on the use of the hot-spot and the availability of data on the hot spot. Our district is also purchasing internet towers which will go on top of our school and send an internet signal up to ten miles. Each home in that area without internet will be provided with an internet box which will pick up the signal from the tower and allow high speed internet access to the home. Should our district have a large population needing these towers which are out of the ten mile radius of school, another location for the tower will be found. These towers will only be available to families where high speed internet is not available or other extenuating circumstances which will be reviewed by our technology committee individually. If internet access is available to the home, these towers will not be able to be utilized.

Our district will also continue to provide free internet access available in our parking lots for students and families to utilize if needed. We will also work with public and private businesses and agencies in our district to see if access to high speed internet is available for our families near their business or location. Our technology director will work individually with families to assess their needs and provide devices to the best of our ability.

Teachers will also be provided with devices and high speed internet to the best of our ability to allow for remote teaching to happen. Teachers are also encouraged to come to their classrooms to utilize the school technology if they are unable to teach from home.

Should access to high-speed internet not be resolved the district will provide the family with alternative ways to demonstrate learning through paper packets.

During the summer of 2020 most teachers in our district participated in professional development in the creation of online learning management systems and how to create courses to meet their needs. Professional development will be on-going for staff throughout the year. Staff will be surveyed about their needs for professional development and the district leaders will work with the Business Manager, our technology director and our Instructional Technology Coach to provide teachers with needed training. Teachers will also be able to participate in

on-going training through our local BOCES providing them with skills necessary to teach in the hybrid or remote learning situations. Teachers will be provided with a required list of elements to include in their learning management system to help all classes be set up the same so parents have an easier time navigating these platforms and helping their child(ren) from home. All programs utilized by teachers will be Education Law 2-d compliant and screened by our technology director for compliance.

After discussing remote learning in the Spring of 2020 with parents, students and teachers it was found that parent and student education on the use of the learning management system is critical. Our district will offer multiple parent training sessions prior to school starting. Students will also be trained. We know all parents will not be able to attend in person training sessions, so they will be recorded and available on our website and within learning management systems to watch at another time.

While developing our master schedule for 2020-2021, we took into consideration the number of classes students would be responsible for engaging in each day and created a balance that would work in all three learning models.

Teaching and Learning

Despite the pandemic, students are searching for a routine and sense of normalcy. Our district is trying to create a positive and welcoming learning environment for all of our students to return to. With the uncertainties that surround our current situation we will support our students and families and continue to show them they are cared for by our staff and community. With our new way of learning and the likelihood of us going between models of face-to-face instruction to all remote learning and back again, it is critical that our teachers create relationships with students and families to begin the school year to allow them a place where they feel welcomed and able to ask questions and learn. Teachers will maintain a positive mindset about student learning loss during the Spring 2020 closure and not use the loss as a barrier to moving forward.

Our plans make for seamless transitions between the different instructional models and help to remove barriers students and families may face. Should remote learning need to happen as a whole school, there will be no days off between face-to-face and remote learning as our teachers will be prepared to begin immediately. Our teaching will continue to be rooted in best research based practices, even with social distancing and face coverings being mandatory. Our teachers will continue to plan rigorous instruction based on the New York State Learning Standards. Our faculty and staff will include routine schedules for students to interact and seek feedback and support from their teachers if we are not in a face-to-face instructional model. All of our courses will be taught by certified teachers to the best of our abilities taking into account all rules and regulations set forth by the State Education Department in regards to certifications and substitute teachers.

Our district will provide parents with contact information in multiple places and in languages native to our parents. Information on who and how to contact teachers, school leaders, technology department, school nurse, guidance counselors, school counselors, CSE and CPSE Chairperson and other key staff will be located on our website, our Facebook page, in mailings sent home, provided through our automatic caller system and emailed to parents as needed. All families will be contacted by school staff prior to the beginning of school to answer questions and gather information to help set-up their child's learning for the start of school in September.

Prior to school beginning our staff will have four days of professional development. During these days we will have times for staff to connect and discuss their own social and emotional needs regarding the closure and how the opening of school will be different. We will provide teachers with training in ways to assist students and families who are struggling and the process for referring students or families to our counseling staff for increased assistance. We will also spend some of these days engaging in conversations and training on best practices for remote learning. 85% of our teachers participated in a summer learning course developed by our instructional technology coach for our district on how to set-up and manage online learning. We will continue this work during those days prior to school opening. Our Professional Development committee will also meet to discuss the needs for our district and set-up training time during our staff development days for these needs.

Our district will also offer parents with parental training prior to school beginning on how to use online learning systems and how they can assist their children in being successful during remote learning. Our school counselors and administration will also be present to answer questions and provide parents with support during these training sessions.

Early Learning (PreK)

Our Pre-Kindergarten program will continue to run on a full day basis for the school year. Students will be provided transportation to and from school on our regular bus runs. Each classroom will follow the mandates from NYSED with one certified teacher and one teacher's aide for a classroom of over 8 students and up to 18 students. Should our enrollment drop in these classes, we will follow the regulations set forth for one teacher with up to 8 students.

Our program will follow all guidelines outlined in this document. Our district does not coordinate with any CBOs or other early learning facilities at this time as there are none in our area. Students will be taught social distancing of six feet or more and will be required to wear face masks. Our district will follow the health and safety guidelines for cleaning classrooms as outlined by the CDC. Classrooms will be scheduled for periodic cleaning during the day, all teachers will be provided with extra cleaning supplies to assist with spot cleaning, meals will be provided in the classroom, napping materials will be sanitized daily. Student center time will be limited to a small number of students in each group to allow for social distancing. Teachers will work to provide individualized play materials for students to avoid sharing of common items. At

all times we will refrain from using strategies and practices that encourage physical contact between students and adults such as hand-holding or buddy systems.

Our district will continue to complete mandatory requirements for NYSED to receive state funding for our programs. Student attendance will be taken daily based on our attendance policy outlined in this document. At this time there are no CBOs in our district, but if this changes in the future funding will be set aside to collaborate with these agencies.

Our district typically does PreK screening in the spring of the year. With the closing of school, we were unable to complete this. Screening will take place at the beginning of the school year. If our students are in the building for face-to-face instruction we will conduct that screening at that time. If we are following a remote learning model, we will schedule families to come to school for that screening. In the event of the need for remote learning, our teachers will provide daily instructional activities for parents to complete at home, as well as provide synchronous learning times for students to engage with the teacher and peers three times a week.

Expectations For All Grade Levels

When speaking with parents, staff and students about their remote learning experience during the spring of 2020, one major theme came out of the conversations. The many different learning platforms used made it difficult to understand what was expected, where to find materials, and how to submit assignments. Because of this we have established a [HDCS Online Platform Must Haves](#) for all teachers to put into place to make it easier for parents. Online Learning Platforms will be limited to Google Classroom and Schoology. Staff may use other resources, but the work assigned and turned in will be through Google Classroom or Schoology.

Our district has also established an [HDCS Grading Policy](#) that will be implemented for grades K-12 during any of the models we have established. Grades will continue to be put into SchoolTool in a timely manner for parents to view. If you need online access to SchoolTool please contact the Guidance Office. Report cards will be mailed home every ten weeks no matter what learning model we are utilizing at that time.

Elementary (Grades K-6)

Our elementary students will be a targeted group of students for our district. With the unexpected closure in Spring of 2020, these students are ones who will be receiving as much face-to-face instruction as possible. Our instruction will be high quality, rooted in research based best practices, rigorous and meet the New York State Learning Standards for each grade level. Our instruction will also meet the needs of our students with special education services and students who struggle academically, as well as challenging for students who excel in the classroom.

For students who choose remote learning or if we move to a model of remote learning, our staff will provide daily instruction in reading, math, phonics (for grades K-2) and writing. Each week

students will be assessed on their knowledge of the content through different means--formal assessments (tests) or informally through exit tickets and tasks completed. Classwork will be posted in Google Classroom and submitted to the teacher through this learning platform unless otherwise stated. Although work may be done remotely (asynchronous), our teachers will also provide times when students will be required to be in a synchronous environment.

High School (Grades 7-12)

Our high school students will receive a minimum of 180 minutes of instruction per week for each full year class. This is not solely time spent in front of the teacher, but also time engaged in standards-based learning under the guidance of the teacher. This could include online independent work, watching videos, responding to posts or online discussions, collaborating with other students on an assigned project, working independently or in small groups with the teacher.

If students and families choose remote learning or our district is following the remote learning model, students are expected to have daily contact with the teachers from classes they would be in based on the in-person student schedule. Each teacher will provide students and parents with their personal expectations for synchronous and asynchronous learning.

Science teachers will continue to conduct mandatory lab requirements based on the NYSED guidelines. New York State mandatory labs will be completed and submitted. Lab experiments will be conducted in flexible ways including, but not limited to, watching videos, watching the teacher's demonstration, working individually and maintaining all social distancing and face covering regulations along with any safety regulations set forth by the science teacher.

Arts

Our arts department will create lessons that will allow our students to continue to refine their skills and express themselves in an artistic and creative way while maintaining safety for all students. Our band and chorus teachers will continue to provide small group instruction during lesson times where students will be 12 feet apart for social distancing. Our large ensembles will also still practice together as normally scheduled, but will also maintain the 12 feet social distancing rules. If we are to go to a remote learning model, students in band and chorus will still participate in small group practice sessions with the instructors at a mutually agreed upon time.

Physical Education (PreK-12)

Physical Education remains an important part of students' health and wellbeing. Our students will continue to receive instruction in physical activities that will continue to help them improve their mental and physical health. When in-person learning is possible, students will maintain a social distance of 12 or more feet from one another as well as wear a face covering at all times. Activities will focus more on individual skills rather than traditional team sports or activities that

require no physical contact. No students will change for Physical Education class to avoid the use of the locker room.

When in a hybrid or remote learning model, students will be provided with choice activities by a certified Physical Education teacher to complete at home for credit.

Academic Intervention Services

Students in grades K-8 who are at risk of not achieving State Learning Standards in ELA, Math, Social Studies or Science are entitled to receive Academic Intervention Services. The NYS Assessments in ELA and Math are only one of our screening tools for determining these services students' needs. Since those assessments were not given in the Spring of 2020, other local measures will be used to include, but not limited to, classroom averages, reading levels from informal assessments, iReady diagnostic testing, teacher observations, and School Based Intervention Meetings data and results. Our district will continue to follow our approved Response to Intervention Plan for all students.

Career and Technical Education

Our students who attend the Career and Technical Education center will be a priority group of students for our district. Our district will work with our BOCES to ensure that all program requirements are met so students can earn their CTE endorsement and work to remove any barriers the COVID-19 pandemic may cause for these students, while still assisting them in maintaining social distancing and wearing face coverings, as well as all health and safety regulations put forth for our re-opening. Our district will also modify our transportation process for CTE students to assist in the programs running smoothly and eliminating large congregations of students. All of our CTE classes will take place at the BOCES center, under their certified staff. BOCES supervisors have worked within their centers to minimize the number of students in one area of a program at one time by breaking students into cohort groups and providing alternative spaces for smaller groups of students to work during their time there.

Our CTE students will attend their program five days a week no matter the instructional model we are following. Transportation will be provided by our district and all safety regulations will be followed on the bus that are outlined in the Transportation section of our plan. Students will be encouraged to drive to the CTE center with approval from the school, the CTE Principal and parents to help reduce the number of students on the school bus. **Students will not be permitted to have a passenger ride with them.** Should a school or CTE site closure occur, our district administration and counseling staff will work with the BOCES staff to ensure students are still participating in their online learning platforms and completing requirements as needed. If technology becomes a barrier, our district technology director will work with the CTE teachers to get students the devices and/or programs needed to complete their programming.

Our students will complete work-based learning as necessary for their certification endorsements. These sites will be in person if available and safe, or done remotely if not available or our area is not allowing this to happen. As always our district will assist in coordinating transportation for students to work sites if needed.

One concern is the cohort of students returning to our school buildings after being at the CTE center with students from many different districts. Our schedule is set-up so our students attending BOCES will be a cohort and travel together when they return. This will help eliminate exposure to other students within the school.

Special Education

Students with IEPs will be provided Free Appropriate Public Education no matter what instructional model our school is following. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate in the general education curriculum. IEPs are developed to meet the unique needs of each learner and prepare them for their future.

All students' IEP developed by the Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) will be followed no matter which model our school is following.

Plan A--All students at school for face-to-face instruction

Student's related services and special education programming will take place in person within the school setting following social distancing rules and face covering mandates in the least restrictive environment. Instructional delivery will be followed in the IEP for frequency and duration. All related service providers will provide services in accordance with the IEP. Program Modifications, Assistive Technology and Testing Accommodations will be provided as outlined in the IEP. All goals outlined in the IEP will be progress monitored to determine progress towards meeting the goal.

Plan B--Hybrid Model--students learn both remotely on some days and at school other days

Students with IEPs will receive special education services daily with face-to-face instruction regardless of if they are learning remotely or within the school.

Student's related services and special education programming will take place in person within the school setting following social distancing rules and face covering mandates in the least restrictive environment. Instructional delivery will be followed in the IEP for frequency and duration. All related service providers will provide services in accordance with the IEP. Program Modifications, Assistive Technology and Testing Accommodations will be provided as outlined in the IEP. All goals outlined in the IEP will be progress monitored to determine progress towards meeting the goal.

Plan C--Remote Learning Model--all students are learning remotely from home

Student's related services and special education programming will take place through online platforms. Special education teachers and related service providers will coordinate with parents to provide services daily. Special education teachers will work with regular education teachers and parents to provide all Program Modifications, Assistive Technology needs and Testing Accommodations while learning from home.

No matter which instructional model the school is following, the CSE and CPSE will continue to schedule and hold annual reviews, re-evaluation meetings and program reviews meeting all established timelines by NYSED. Initial evaluations and re-evaluations will be conducted in accordance with the regulations established by NYSED. During meetings it will be discussed by the committee if regression due to the lack of services is evident and the student would benefit from compensatory services. All documentation from services providers for the extended closure period will be reviewed to help determine the need for additional services. Our district will also continue to follow all regulations for providing parents with procedural safeguards, prior written notices and notice of recommendations in accordance with NYSED established timelines.

Hermon-DeKalb's CSE and CPSE Chair will work with programs hosted outside of our building to ensure services are provided in the safest and most appropriate manner necessary to meet students' special education needs. The CSE and CPSE Chair will also work with the Transportation Director to ensure that transportation needs are met and are the safest for our most vulnerable students. The Chair will also coordinate with supervisors of other programs to ensure progress monitoring of academic and behavioral needs are maintained and adjustments are made if necessary due to regression based on the previous closure. The CSE and CPSE Chair will also continue to work to locate, identify and evaluate all students with disabilities within the district under the Child Find regulations. The CSE and CPSE Chair will also coordinate with the district administration to ensure that any assistive technology, supplemental aides, program modifications and accommodations are available to students if they are in a remote learning situation. All students in the district will have a Chromebook and this will include all special education students attending outside placements as well. Our technology director will work with outside placements to ensure all students have access to necessary resources. Service providers and the technology director will also provide parent education as needed on the use of technology as an educational tool at home.

Prior to school beginning each student's case manager will contact families to review the student's IEP including how services will be provided in each learning model. Case managers can answer parents' questions and establish the best form of communication to use depending on which instructional model we are using. All communications will be in the parent's native language to ensure they understand the information presented to them to make informed decisions for their child. During Plan C (100% Remote Learning) the case managers will also document parent communication every other week to discuss progress and offer support for

families while in this instructional model. All documentation from remote instruction will be provided to the CSE or CPSE Chair monthly from all service providers.

All students will continue to have the academic and behavioral needs progress monitored regardless of the instructional model our district is following to be used in determining student progress and for determining whether, and to what extent, the school closures may have disrupted the student's learning. All service providers will be responsible for completing progress notes quarterly in the Clear Track system for each student in accordance with the school's reporting of grades. These progress notes will be mailed home with report cards by the district. All correspondence will be in the parents native language.

Bilingual Education and World Languages

Currently our district does not have any students enrolled who are English Language Learners. Should our enrollment change to include students who are English Language Learners, the district will follow established timelines for administering the ELL identification process and testing requirements with the NYSITELL. The district will provide communication with students and parents in their native language as well as provide ELL with the appropriate instruction based on the model our district is following in consultation with the Blueprint for English Language Learners. Student progress will be measured through the administration of the NYSESLAT in 2021, if available, if not available a local measure of progress will be used.

Staffing and Human Resources

Our district understands the importance of highly qualified teachers and school leaders providing instruction for students. Our district will continue to monitor teacher certifications and design schedules to allow highly qualified and certified teachers to provide direct instruction as available. Our district will employ substitute teachers to assist when a teacher is unavailable to attend school. Substitute teachers will be assigned based on their qualifications. Our district will also accept student teachers from our local educator preparation programs and utilize them to the fullest capacity to support classroom instruction.

Teacher and Principal Evaluation System

Our district will continue to complete teacher and principal evaluations in accordance with Education Law 3012-d and our approved APPR plan. Teacher evaluations will be conducted if face-to-face instruction is occurring or we are in a remote learning situation.

Athletics

Our district will follow the regulations and procedures set forth by our Section X Athletic Association and the NYSPHSAA. Our district athletic director will work with coaches, transportation director, Head of Buildings and Grounds and administration to ensure all athletes are able to participate in safe and appropriate athletic practices and contests as per the regulations provided by these associations.